DOCUMENT RESUME

ED 430 240 CS 216 704

TITLE	Communication Arts, Grades 3, 7, and 11. III: Recognize and Solve Problems. Assessment Annotations for the Curriculum Frameworks.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Instruction.
PUB DATE	1999-00-00
NOTE	29p.; For other assessment annotations, see CS 216 702-705. For Missouri's Framework for Curriculum Development in Communication Arts K-12, see ED 410 598.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Development; Elementary Secondary Education; Grade 11; Grade 3; Grade 7; Performance Based Assessment; *Problem Solving; *Reading Achievement; *Reading Tests; *Test Coaching; Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests
IDENTIFIERS	*Missouri Assessment Program

ABSTRACT

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

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Assessment Annotations
for the Curriculum Frameworks

Communication Arts

Grades 3, 7, and 11

III. Recognize and Solve Problems

Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

ED 430 240

CS 216 704

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Assessment Annotations for the Communication Arts Curriculum Framework

This document includes the left-hand column ('What All Students Should Know") and the center column ('What All Students Should Be Able To Do") from *Missouri's Framework for Curriculum Development in Communication Arts K-12. Next* to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP), The annotations found in this column are intended to provide information for administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts.

Teacher work groups met in late 1996 and early 1997 to decide which of the seventy-three Show-Me Standards should be assessed by the communication arts portion of the MAP. These teacher groups identified the following list of standards:

Communication Arts Knowledge Standards: 1, 2, 3, and 4.
Performance Standards, Goal One: 1.1, 1.5, 1.6, 1.7, and 1.8.
Performance Standards, Goal Two: 2.1, 2.2, and 2.4.
Performance Standards, Goal Three: 3.1, 3.4, 3.5, 3.6, 3.7, and 3.8.
Performance Standards, Goal Four: 4.1.

Another group of teachers then went through the communication arts curriculum framework and, using the list of standards above as a guide, noted which benchmark statements were fair game for a statewide paper and pencil test.

This teacher group faced an additional problem: the benchmark statements in the curriculum frameworks are at the fourth, eighth, and twelfth grade levels, while the communication arts portion of the new performance test will be given at grades three, seven, and eleven. Therefore, the group also identified those skills which were only *introduced* at the benchmark grade levels, since, for example, it would not be fair on a seventh grade test to assess a skill that is not introduced until grade eight.

At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-hand column is repeated. In some cases, this benchmark statement has been qualified because only part of the benchmark is assessable on a statewide test. Any modifications made to the original statement are explained in parentheses. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7, or 10) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark can not be assessed on the statewide test, it is marked "Local assessment." If *part* of the benchmark is assessable on the state test, the benchmark is modified to reflect the portion of the benchmark that is assessable. The modifications to these benchmarks are explained in parentheses. Finally, if the benchmark *is* assessable on the statewide test, but is not "'fair game" for assessment until the next higher testing level, the annotation will say, 'Beyond 3rd (or 7th) grade state assessment."

Please note that not all of the skills identified here as "fair game" for a state test will show up on the test in any given year.

III. Recognize and Solve Problems

K-12 Content Overview

As students encounter personal, family, workplace, environmental, and societal problems, they must be prepared to work independently and collaboratively to find solutions. To solve problems successfully, students should use all of the communication arts processes efficiently; they must be able to identify, analyze and articulate the problems that they see; communicate possible solutions clearly; develop and implement plans to solve problems; and document and evaluate the effectiveness of solutions.

By analyzing literature and other texts that they read or view, students can learn much about their problem-solving skills. They should be able to identify the problems faced by characters and real people, evaluate the effectiveness of the solutions attempted, predict outcomes based on their analyses, and apply the lessons learned to their own lives.

Students also receive much practice in practical problem solving as they create written, oral and visual communications. Deciding the best approach to use for a particular audience, the best organizational structure for a piece of writing or speech, the best way to make a point so that it will be clearly understood, and the best way to revise a piece in light of feedback from others are just a few of the many complex problem-solving situations that arise during the process of creation.

III. Recognize and Solve Problems

What All Students Should Know

By *the* end *of grade* 4, *all students* [redacted] *know how to*

1. Apply communication strategies to identify, **understand** and solve problems. (CA 1-7)

[Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the **second column.**]

What All Students Should Be Able To Do

By the end ***of grade*** *4, all students should be able to*

a. contribute ideas and suggestions to facilitate problem solving (2.3; 3.6)

b. listen and respond to others' suggestions (2.3; 3.6)

c. recognize that there are different ways to solve the same problem (3.2; 3.6)

d. ask questions to clarify understanding (1.1; 3.1)

e. collect relevant information using available resources (1.4; 3.6)

f. state problems and proposed solutions clearly in their own words (2.3; 3.1)

g. organize information using a variety of formats (1.8; 3.1)

h. show persistence when attempting to solve problems (3.3; 3.6)

i. apply previously successful problem-solving strategies (3.2; 3.3)

j. use available technologies to communicate problems and solutions (2.7)

k. modify plans or actions if necessary after considering others' suggestions (3.6; 3.7)

3rd Grade Assessment Notes

1. Apply communication strategies to identify, understand and solve problems.

a. Grade 3 state assessment (Contribute ideas and suggestions in writing)

b. Local assessment

c. Grade 3 state assessment

d. Local assessment

e. Local assessment

f. Beyond third grade state assessment

g. Grade 3 state assessment

h. Local assessment

i. Local assessment

j. Local assessment

k. Local assessment

COMMUNICATION ARTS K–4

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to 2. Analyze and evaluate **problem-solving** strategies of characters in fiction, nonfiction, drama and film (CA 2-3, 5, 7) [See **note** on p. 46.]	*By the end of grade 4,* all students should be able to a. identify the problem or goal of the main character (3.1) b. explain characters' actions (3.4; 3.5) c. predict what might happen because of a character's problem (3.5; 3.6) d. describe how a character solves a specific problem (3.4; 3.7) e. compare problems and **solutions** of characters **in different texts** (3.1; 3.4) f. compare problems and solutions of fictional characters to real situations (1.6; 3.4)	2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction and drama. (Analysis and evaluation of the problem-solving strategies of characters in film should be assessed locally.) a. Grade 3 state assessment b. Grade 3 state assessment c. Grade 3 state assessment d. Grade 3 state assessment e. Grade 3 state assessment f. Grade 3 state assessment

COMMUNICATION ARTS K–4

COMMUNICATION ARTS K–4

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	3rd G
By the end of grade 4, all students should know how to	*By the end of grade 4, all students should be able to*	
3. *Analyze* and evaluate problems encountered by the creators of written, oral and visual communications. (CA 2-3, 5, 7)	a. evaluate the effectiveness of an author's or speaker's choice of format (3.1; 3.4)	
(See note on p. 46.)	b. analyze and evaluate a speaker's decisions concerning length of presentation, choice of content, and style (3.1; 3.4)	the Evaluating choice of format is beyond 3rd grade state assessment. (Evaluation of the effectiveness of a speaker's choice of format should be assessed locally.)
		b. L assessment
		c. Local assessment

COMMUNICATION ARTS K–4

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	3rd Grade Assessment Notes
By the end of grade 4, all students should know how to 4. Analyze and solve problems involved in creating their own written, oral and visual communications. **(CA 1, 4, 7)** (See note on p. 46.)	*By the end of grade 4, all students should be able to* a. choose language appropriate for audience and purpose (2.1; 3.6) b. organize communications logically (1.8; 3.5) c. revise ineffective communications (2.2; 3.1) d. create stories containing problem/solution situations (2.1; 3.1)	4. Analyze and solve problems involved in creating their own written and visual communications. (Analysis and evaluation of problems encountered in the creation of their own oral communications should be assessed locally). a. Choose written language which is appropriate for audience and purpose. (The choice of appropriate oral language should be assessed locally.) b. Organize written and visual communications logically. (The organization of oral communications should be assessed locally.) c. Revise ineffective written and visual communications. (Revision of oral communications should be assessed locally.) d. Create written and/or visual stories containing problem/solution situations. (Oral stories containing problem/solution situations should be assessed locally.)

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all *students* should *know* how to 1. Apply communication strategies to identify, understand and solve problems. (CA 1-7) Review the content of your district's **curriculum** in this area. The curriculum **should** include many opportunities for **students** to apply the process **skills listed** in the second column.]	By the end of grade 8, ***all*** students should be able *to* a. identify and state problems and solutions clearly (2.1; 3.1) b. ask questions to determine causes of problems (1.1; 3.1) c. listen and respond politely to others (2.3; 3.6) d. collect information and determine its reliability (1.7) e. focus on the important aspects of the problem (3.1; 3.6) f. generate possible solutions (3.6; 3.7) g. summarize the problem and suggested solution(s) (1.8; 2.2) h. predict possible results of proposed solutions (3.7; 3.8) i. develop a plan for solving the problem under discussion (3.2; 3.3) j. revise plans when necessary (3.7; 3.8) k. evaluate effectiveness of communication strategies **used (2.2; 3.4)** l. facilitate problem solving by using appropriate **technologies (1.4; 2.7)**	1. Apply **communication** strategies to identify, understand and solve problems. a. Identify problems and solutions in written texts. (Oral identification of problems and suggested solutions should be assessed locally.) b. Local assessment c. Local assessment d. Grade 7 state assessment e. Grade 7 state assessment f. Grade 7 state assessment g. Grade 7 state assessment h. Grade 7 state assessment i. Develop a plan for solving the problem being addressed. (Discussion of problem-solving plans should be assessed locally.) j. Local assessment k. Grade 7 state assessment l. Local assessment

COMMUNICATION ARTS 5–8

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to	*By the end of grade 8, all students should be able to*	
2. Analyze and evaluate **problem-solving** strategies of characters in fiction, nonfiction, drama and film (CA **2-3, 5, 7**)	a. identify and describe problems faced by characters (2.3; 3.1)	2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction and drama. (Analysis and evaluation of the problem-solving strategies of characters in film should be assessed locally.)
(**See** note on p. 50.)	b. analyze the problem-solving strategies of individual characters (3.4; 3.6)	a. Grade 7 state assessment
	c. suggest alternate solutions to characters' problems (3.6)	b. Grade 7 state assessment
	d. compare real-life problems to those depicted in literature (3.2; 3.3)	c. Grade 7 state assessment
	e. compare and contrast how cultural or social differences might have an impact on the problem and/or **solution** (1.10; 3.4)	d. Grade 7 state assessment
		e. Beyond 7th grade state assessment

COMMUNICATION ARTS 5–8

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to 3. Analyze and evaluate problems encountered by the creators of written, oral and visual communications (CA 2-3, 5, 7) See note on p. 50.]	By the end *of grade* 8, *all students should be able to* a. evaluate the effectiveness of an author's or speaker's choice of genre (3.1; 3.4) b. analyze and evaluate an author's or speaker's choice of format (3.1; 3.4) c. analyze and evaluate a speaker's decisions considering audience and purpose (3.1; 3.4) d. analyze and evaluate the effectiveness of a speaker's use of visual aids (3.1; 3.4) e. analyze and evaluate print and nonprint advertising (3.4; 3.5)	3. Analyze and evaluate problems encountered by the creators of written and visual communications. (Analysis and evaluation of problems encountered by the creators of oral communications should be assessed locally.) a. Evaluate the effectiveness of an author's or artist's choice of genre. (The evaluation of a speaker's choice of genre should be assessed locally.) b. Analyze and evaluate an author's or artist's choice of format. (The analysis and evaluation of a speaker's choice of format should be assessed locally.) c. Local assessment d. Local assessment e. Analysis and evaluation of print advertising is beyond 7th grade state assessment. (Analysis and evaluation of nonprint advertising should be assessed locally.)

COMMUNICATION ARTS 5–8

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	7th Grade Assessment Notes
By the end of grade 8, all students should know how to	*By the end of grade 8, all students should be able to*	
4 Analyze and solve problems involved in creating their own written, oral and visual communications. **(CA 1, 4, 7)**	a. identify problems to be solved when creating effective communications (2.2; 3.1)	4. Analyze and solve problems involved in creating their own written and visual communications. (Analysis and evaluation of problems encountered in the creation of their own oral communications should be assessed locally).
[See note on p. 50.]	b. create communications considering audience and purpose (2.1; 2.2)	a. Beyond 7th grade state assessment
	c. present material in logical order to avoid confusion (1.8; 3.1)	b. Grade 7 state assessment
	d. recognize barriers to effective communication (3.1)	c. Grade 7 state assessment
	e. revise communications considering audience feedback (2.2; 3.6)	d. Grade 7 state assessment
		e. Local assessment

COMMUNICATION ARTS 9–12

III. Recognize and Solve Problems

What All Students Should Know

By *the end of grade 12, all students should know how to*

1. Apply communication strategies to identify, understand and solve problems. (CA 1-7)

[Review the content of your district's curriculum in this area. The curriculum should include many opportunities for students to apply the process skills listed in the second column.]

What All Students Should Be Able To Do

By the end of grade 12, all students should be able to

a. identify and define problems (3.1)

b. listen attentively and contribute to group discussions (2.3, 3.6)

c. take accurate notes during discussion (1.8; 3.6)

d. collect and select relevant data from a variety of sources (1.2, 3.3)

e. analyze pros and cons of suggested solutions (3.6; 3.7)

f. evaluate the reliability of information (1.7, 3.7)

g. brainstorm possible solutions to problems (3.6, 3.7)

h. predict and evaluate results (3.7, 3.8)

i. revise plans, actions and strategies based on results (3.7, 3.8)

j. select and use appropriate technologies to facilitate problem solving (1.4, 2.7)

11th Grade Assessment Notes

1. Apply communication strategies to identify, understand and solve problems.

a. Grade 11 state assessment

b. Local assessment

c. Local assessment

d. Grade 11 state assessment

e. Grade 11 state assessment

f. Grade 11 state assessment

g. Grade 11 state assessment

h. Grade 11 state assessment

i. Grade 11 state assessment

j. Local assessment

COMMUNICATION ARTS 9–12

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be Able To Do	11th Grade Assessment Notes
By the end *of grade 12, all students should know how to*	By *the end of grade* 12, *all students should be able to*	
2. Analyze and evaluate **problem-solving** strategies of characters in fiction, nonfiction, drama and **film**. (CA **2-3, 5, 7**)	a. infer and describe problems faced by a variety of characters (3.1)	2. Analyze and evaluate problem-solving strategies of characters in fiction, nonfiction and drama. (Analysis and evaluation of the problem-solving strategies of characters in **film** should be assessed locally.)
[See note on p. 54.]	b. compare, contrast and evaluate how characters solve problems (3.6; 3.8)	a. Grade 11 state assessment
	c. analyze problems and predict solutions by recalling similar situations in literature and Life (3.2; 3.3)	b. Grade 11 state assessment
	d. analyze and evaluate how cultural or societal differences have an impact on problems and solutions (3.6; 3.8)	c. Grade 11 state assessment
		d. Grade 11 state assessment

III. Recognize and Solve Problems

What All Students Should Know	What All Students Should Be	11th Grade Assessment Notes
By the end of grade 12, all students should know how to	*By the end of grade 12, all students should be able to*	
3. Analyze and evaluate problems encountered by the creators of written, oral and visual communications. (CA 2-3, 5, 7)	3 Analyze and evaluate problems encountered by the creators of written and visual communications. (Analysis and evaluation of problems encountered by the creators of oral communications should be assessed locally.)	
See 54.]	a. analyze and evaluate the appropriateness of an author's or speaker's language (level of formality, difficulty of vocabulary, jargon, etc.) for audience and **purpose (3.1; 3.5)**	a. Analyze and evaluate the appropriateness of an author's language (level of formality, difficulty of vocabulary, jargon, etc.) for audience and purpose. (The analysis and evaluation of a speaker's language should be assessed locally.)
	b. **evaluate the effectiveness of an author's or speaker's** choice of genre (3.1; **3.4**)	b. Evaluate the effectiveness of an author's or artist's choice of genre. (Evaluation of the effectiveness of a speaker's choice of genre should be assessed locally.)
	c. analyze and evaluate an author's or speaker's choice of format (3.1; 3.4)	c. Analyze and evaluate an author's or artist's choice of format. (The analysis and evaluation of a speaker's choice of format should be assessed locally.)
	d. analyze and evaluate the ways in which authors and speakers use or work against literary traditions (1.9; 3.4)	d. Local assessment
	e. analyze and evaluate the effects of biographical and cultural factors on authors' and speakers' works (1.6; 3.5)	e. Local assessment
	f. analyze and evaluate a speaker's decisions considering audience and purpose (3.1; 3.4)	f. Local assessment
	g. analyze and evaluate the effectiveness of a speaker's use of visual aids (3.1; 3.4)	g. Local assessment
	h. analyze and evaluate print and nonprint advertising and propaganda (3.4; 3.5)	h. Grade 11 state assessment
	i. analyze and evaluate the effectiveness **of video techniques (lighting, camera angles and shots, etc.) in television and film (3.4; 3.5)**	i. Local assessment

COMMUNICATION ARTS 9–12

III. Recognize and Solve Problems

What All Students Should Know

By the end *of grade 12, all students should know how to*

4. Analyze and solve problems involved in creating their own written, oral and visual communications (CA 1, 4, 7)

(See note bn p. 54.)

What All Students Should Be Able To Do

By the end *of grade* 12, all students *should* know how to

a. clarify vague or inaccurate communications (2.2; 3.1)

b. identify and eliminate barriers to effective communication (2.2; 3.1)

c. revise inappropriately structured communications (2.2; 3.7)

d. analyze audience feedback to communications and revise to clarify (2.2; 3.6)

e. assess and evaluate how cultural and societal differences/similarities affect problems and proposed solutions (3.6; 3.8)

11th Grade Assessment Notes

4. Analyze and solve problems involved in creating their own written and visual communications. (Analysis and evaluation of problems encountered in the creation of their own oral communications should be assessed locally)

a. Grade 11 state assessment

b. Grade 11 state assessment

c. Grade 11 state assessment

d. Local assessment

e. Grade 11 state assessment

COMMUNICATION ARTS 9–12